




**Queen's University - B.Ed./Dip.Ed. Program  
Summative Practicum Assessment**

Practicum Office  
Faculty of Education  
Queen's University, Kingston, ON

Candidate Name	Rachel Armstrong	School	Remote Learning School
Associate Teacher	[REDACTED]	Grade/Subject	6
Board	ALCDSB	Date Completed	10/21/2020
Overall Rating	<b>Meets expectations</b>	Days Absent:	0
		Practicum Dates:	October 5- 23, 2020

*Document is valid and verified by the Practicum Office, Faculty of Education, Queen's University.*

<p><b>Queen's University at Kingston</b></p>	 <p>Digitally signed by Queen's University at Kingston DN: c=CA, st=Ontario, l=Kingston, o=Queen's University at Kingston, ou=Faculty of Education, Practicum Office, cn=Queen's University at Kingston, email=practicum.office@queensu.ca Date: 2020.10.28 13:31:51 -04'00'</p>
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**Professionalism**

**1. Initiative & dependability** Meets expectations

Effectively assumes appropriate degree of responsibility for the classroom  
Takes initiative to contribute to students' learning in many ways

**2. Discretion & professional judgement** Meets expectations

Uses appropriate professional judgement and discretion in relation to interactions with students  
Demonstrates sound judgement in dealing with parents, peers and colleagues

**3. Response to Mentorship** Meets expectations

Invites and incorporates Associate Teacher feedback to improve teaching practices  
Demonstrates progress towards achieving teaching and learning goals  
Uses self-reflection and assessment information to inform next steps for the candidate's teaching practice

**Comments, next steps**

Rachel shows great deal of initiative and is consistent in her efforts to help and be present for the students and to support program development and implementation. She shows sound professional judgement in our synchronous learning environment and readily accepts and internalizes feedback from the associate teacher.

## Supporting a Community of Learners:

### 1. Promoting a safe and trusting learning community

Demonstrates skill and consistency in using routines and monitoring classroom behaviours in order to maintain a safe and supportive classroom environment for all students

Exceeds expectations

### 2. Promoting student independence

Structures activities so that students learn to identify their strengths and weaknesses, make decisions about next steps, and monitor their progress toward expectations

Exceeds expectations

### Comments, next steps

Rachel is constantly connecting with students one-to-one in our chat space and through our digital notebook (OneNote) system. She celebrates students' achievements and promotes good choices and independent thinking.

## Planning and Preparing

### 1. Use of curriculum documents

Creates learning activities using the appropriate curriculum expectations in ways that provide engaging learning for all students

Exceeds expectations

Demonstrates sound knowledge of appropriate subject matter

### 2. Sequencing of steps in a lesson or unit

Creates developmentally appropriate lessons in ways that connect students' prior knowledge to appropriate next steps and new learning

Exceeds expectations

Plans for appropriate student involvement and follow-up activities

### 3. Differentiation

Designs learning and assessment activities that are deliberately differentiated based on students' needs

Demonstrates understanding of use of appropriate accommodations and modifications for individual students

### 4. Resources

Gathers from others or creates appropriate resources to support the intended teaching, learning and assessment

Uses a range of resources to enhance the digital literacy skills of students

### Comments, next steps

Rachel shows an exemplary understanding of the 3 part lesson plan, as well as curricular objectives and strategies for delivery.

## Lesson Presentation

### 1. Instructional strategies

Uses a wide variety of appropriate teaching strategies based on students' interests and needs, as well as current research on effective teaching practices

No opportunity to demonstrate

### 2. Lesson management

Uses a variety of effective strategies for managing materials, time and learning activities to meet needs of all learners

No opportunity to demonstrate

### 3. Awareness of classroom dynamics

Adapts and modifies teaching and learning activities based on student responses

No opportunity to demonstrate

Works to engage students both in the learning and with each other

### 4. Appropriate and effective use of language

Expresses ideas, directions and options clearly

No opportunity to demonstrate

Models a standard for oral and written work

### 5. Engaging all the learners

Uses effective questioning

No opportunity to demonstrate

Effectively uses strategies such as wait time and checking for understanding to engage all students in learning

### Comments, next steps

Due to the late start of our online remote learning school and a last minute change with candidates, as well as perhaps some prioritizing for progress reporting demands, Rachel has not yet been given the chance to present her lesson plans.

## Assessment:

### 1. Assessment for learning

Effectively uses appropriate assessment strategies and recording devices to collect and record information on how student learning is progressing

No opportunity to demonstrate

Helps students to use this information for next steps

### Assessment as learning

Creates opportunities for student self-assessment to help students to identify their learning needs

No opportunity to demonstrate

Helps students to create appropriate short-term curricular, personal or learning skill goals

Makes judgements about achievement in fair, transparent and equitable ways

### Assessment of learning

Constructs and uses a variety of assessment strategies and recording devices that are aligned with instruction and yield an accurate and adequate picture of achievement

No opportunity to demonstrate

Makes judgements about achievement in fair, transparent and equitable ways

### Comments, next steps

See Section IV

## Comments